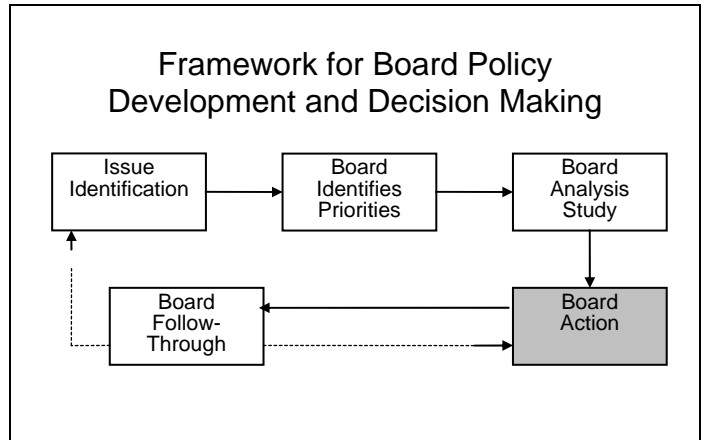


Iowa State Board of Education

Executive Summary

May 14, 2008



Agenda Item:	Hawkeye Community College's Accreditation Report
Iowa Goal:	3. Individuals will pursue postsecondary education in order to drive economic success.
Equity Impact Statement:	Hawkeye Community College supports an open-door policy in enrollment of all students
Presenters:	Janice Nahra Friedel, Ph.D., Administrator Division of Community College and Workforce Preparation Roger Utman, Ph.D., Chief Bureau of Community Colleges and Career and Technical Education
Attachments:	1
Recommendation:	The Department of Education recommends continued accreditation for Hawkeye Community College through 2014-2015. A State Interim Accreditation visit will be held in 2011-2012.
Background:	<p>This is a report of the evaluation of Hawkeye Community College for continued state accreditation as an associate degree-granting institution. The Iowa Department of Education conducted the evaluation visit on March 3-5, 2008. The findings reflect the work of the accreditation team in the comprehensive review of Hawkeye Community College.</p> <p>Hawkeye Community College is following the Academic Quality Improvement Program (AQIP) model for accreditation with the Higher Learning Commission, a commission of the North Central Association (NCA). With AQIP, an institution demonstrates it meets accreditation standards and expectations through sequences of events that align with those ongoing activities that characterize organizations striving to improve their performance.</p>

Accreditation Evaluation

Hawkeye Community College

**On-Site Visit Conducted
March 3-5, 2008**

Iowa Department of Education

STATE OF IOWA

DEPARTMENT OF EDUCATION

Grimes State Office Building
Des Moines, Iowa 50319-0146

STATE BOARD OF EDUCATION

Charles C. Edwards, Jr., Des Moines
Sister Jude Fitzpatrick, Davenport
Brian Gentry, Des Moines
Rosie Hussey, Mason City
Kameron Dodge (Student Member), Cambridge
Wayne Kobberdahl, Council Bluffs
Max Phillips, Woodward
LaMetta Wynn, Clinton
Valorie Kruse, Sioux City
Joan Jaimes, Marshalltown

ADMINISTRATION

Judy A. Jeffrey, Director and Executive Officer
of the State Board of Education
Gail M. Sullivan, Chief of Staff

DIVISION OF COMMUNITY COLLEGES AND WORKFORCE PREPARATION

Janice Nahra Friedel, Ph.D., Division Administrator
Roger Utman, Ph.D., Bureau Chief
Colleen Hunt, Education Consultant

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.).

**Accreditation Team
Hawkeye Community College
Accreditation Visit
March 3-5, 2008**

Team Members

Dr. Roger Utman, Co-Chair
Bureau Chief
Bureau of Community Colleges
and Career and Tech Education
Grimes State Office Building
Des Moines, IA 50319

Ms. Colleen Hunt, Co-Chair
Education Consultant
Bureau of Community Colleges
and Career and Tech Education
Grimes State Office Building
Des Moines, IA 50319

Mr. Dale Gruis
Education Consultant
Bureau of Community Colleges
and Career and Tech Education
Grimes State Office Building
Des Moines, IA 50319

Dr. Lisa Breja
Institutional Researcher, AQIP Liaison
Iowa Valley Community College
3700 South Center Street
Marshalltown, IA 50158

Ms. Barb Vredevelde
Emeritus Director, Planning & Institutional
Research
Iowa Western Community College
2700 College Road
Council Bluffs, IA 51502

Ms. Cindy O'Bryon
Provost
Northeast Iowa Community College
10250 Sundown Road
Peosta, IA 50268

Hawkeye Community College's State Accreditation Conducted March 3-5, 2008

Purpose of the visit:

The purpose of the visit was an accreditation of Hawkeye Community College by the Iowa Department of Education.

Organizational Context:

The Area Vocational/Technical School concept led to Hawkeye's creation. It was developed in Black Hawk County in 1957, with the initiation of a post-high school program in practical nursing. A detailed survey was conducted in Black Hawk County in 1964 which provided factual information regarding the need for a vocational-technical school in this area. After the passage of Senate File 550 by the Iowa Legislature in 1965, 10 counties in this area of Iowa met and developed an area school plan which was submitted to the Department of Public Instruction, State of Iowa. This plan was approved and on May 25, 1966, the first area school Board of Directors was elected by the people of Merged Area VII. On July 1, 1966, the Waterloo Area Vocational School, which had been operated by the Waterloo Public Schools, was officially transferred to Hawkeye Institute of Technology. Gates Business College, a metropolitan area proprietary college of long standing, terminated its operation in June 1973. At that time, the Hawkeye Institute of Technology Board of Directors agreed to add a number of the Gates business programs to the Hawkeye curriculum under the Gates Department of Business. In 1992, Hawkeye became a comprehensive community college with the addition of arts and sciences to the curriculum. In July 1993, the name was officially changed to Hawkeye Community College. Hawkeye Community College has graduated more than 30,000 credit students since July 1, 1966. In addition, there have had more than 725,000 registrations in Continuing Education programs.

The College is growing and expanding its educational programs and services to people. Six area sites house credit and continuing education programs: the 320-acre main campus at 1501 East Orange Road, in south Waterloo; the Metro Center at 844 West 4th Street, Waterloo; the Center for Business and Industry, 5330 Nordic Drive, Cedar Falls; Hawkeye Technology Access Center, 1025B Technology Parkway, Cedar Falls; the Independence Center, Highways 150 & 20, Independence; and the Martin Luther King Jr., Center, 515 Beech Street, Waterloo. In addition, classes and services are offered throughout Area VII.

Hawkeye supports and cooperates with public school districts in promoting and conducting continuing education programs, distance learning courses over the Hawkeye Telecommunications System, and other classes and programs

Sites or Branch Campuses/Centers Reviewed:

Hawkeye Community College Campus, Center for Business and Industry (CBI), and Metro

Interactions with Institutional Constituencies:

1. Cabinet
2. President
3. Chief Academic Officer
4. AQIP Director
5. Dean of Students
6. Career and Technical Faculty
7. Deans and Directors
8. Arts and Sciences Faculty
9. Instructional Staff
10. Corporate College Staff
11. Enrollment Staff
12. Institutional Researcher
13. Equity Staff
14. Student Services Staff
15. Staff and Faculty Development Committee
16. Division Chairs
17. Board of Trustees
18. Human Resources Staff
19. High School Staff
20. Advisory Committees
21. Support Staff
22. Library Services Staff
23. Foundation and Grants Staff
24. Business Office, Radio, Marketing, Food Service, and Facilities Staff
25. Curriculum, Online Standards, Assessment Committees
26. Job Training, Promise Jobs, WIA, Youth Programs Staff
27. Quality Faculty Plan Committee

Principle Documents, Materials, and On-line Information Reviewed:

1. Web page
2. Board policies
3. Career and Career Option Programs Program Review process
4. Articulation agreements
5. AQIP documentation
6. Campus Safety reports
7. Board minutes
8. Current organizational chart
9. Student Handbook
10. Faculty Handbook
11. Minutes from standing committees

12. Sports Club offerings demographics
13. Documentation of strategies to recruit, enroll, retain, and successfully serve students in nontraditional careers, students from under-represented racial/ethnic groups, English language learners, students with disabilities, and other nontraditional students.
14. Long-range planning for building development and equipment
15. EEO/AA documentation
16. Written human resources policy and procedures
17. Publications, statements representing the institution
18. College statement on general education
19. College catalog
20. Statements of mission, vision, values and goals
21. Student Placement Data Report
22. Course schedule
23. Concurrent enrollment offering information
24. District demographic information
25. Procedures for evaluation and revision of the mission and policies
26. Student satisfaction surveys and results
27. Evidence of college's assessment planning and implementation
28. Strategic Plan
29. Schedule of professional development activities and participation
30. Written plans and procedures for involvement of faculty, staff and students in governance
31. Teacher load information
32. Faculty personnel files
33. Quality Faculty Plan

Additional State Review Requirements:

- ✓ The Quality Faculty Plan, as required by Iowa Code, was reviewed at Hawkeye Community College and was found to meet the stated requirements of the Iowa Code.
- ✓ Review of faculty personnel files, as required by Iowa Code, did not present any issues.
- ✓ Review of faculty load, as required by Iowa Code, did not present any issues.
- ✓ Iowa Code requirement of reviewing 20% of Career and Technical Education programs per year is being followed.

Adequacy of Progress in Addressing Previous Accreditation Visit in 2000:

- Hawkeye Community College should establish and implement a process of strategic budgeting that identifies strategies for allocating resources to support strategic priorities while maintaining operational budget initiatives.
Met, no action needs to be taken

- It will be important during the search/selection process that the board members clearly understand the limitations and expectations implicit in the Carver model or other governance model, so they and the candidates understand the system under which they would function. The board would need to understand the Carver model or other governance models may necessitate certain changes in their role—collectively and as individuals. Team members have observed, in other colleges, that a board with a clearly defined role and a record of collective board action is an undeniable asset to any community college.

Met, no action needs to be taken

- There is a perception among some faculty that teaching and learning are low priorities in the operational concerns of this institution. At the same time, these individuals recognize that many faculty, staff and administrators are working hard to respond to the challenges that the extended period of organizational change has created.

Met, no action needs to be taken

- There is a budget process in place, which tracks the revenues and expenditures of the college. During the early stages of the process, there is active participation on the part of a number of individuals. It appears that during the late stages of the FY01 budget process, there was limited involvement of these same individuals. According to some budget managers, they did not receive their budget information for FY01 until early October. When information was disseminated, the amounts of their budgets were a lot less than what they received the previous year. One area of reduction was that of out-of-state travel. It was indicated to the budget managers that they could request a meeting to talk about their budget concerns.

Met, no action needs to be taken

- It appears the program review process has stalled since the 1995 accreditation visit. The college has completed only three of six program reviews scheduled for 1998. Program evaluation is behind schedule—full implementation of the process is not completed. Faculty review and strategy development for improvements is not included in the process.

Met, no action needs to be taken

- The assessment plan has not become an assessment program. Obstacles cited included the following: a climate of busy-ness; insufficient time for analysis, discussion, and reflection that would lead to improvement and lack of a tradition in rewarding successes, so that even assessment work that is done well is neither communicated, recognized, or celebrated. Other problems include the lack of a uniform process for reporting Perkins competency attainment; falling behind the timetable on program review; frustration on the part of assessment leaders with slow rate of progress; lack of efficient mechanism for documenting assessment results and subsequent improvements. Future issues also include clarification of relationships and possibilities for mutual support between the assessment committee and other college committees (e.g., curriculum, transfer, and the interdisciplinary assessment committee, as well as emerging issues) connected with offering credit instruction in new areas such as workforce development and web course.

Evidence was presented that the institution has made progress in addressing student learning outcomes assessment. General outcomes have been

identified and are presented in the Systems Portfolio as well as the catalog; however, no evidence was provided that they are being assessed at the institutional level (General Education goals). An action project addressed course level assessment. The institution needs to expand/ develop this in order to obtain measurable results for improvement. Tying the institutional outcomes to the program review process down to the course level assessment will help address this.

- The linkage of assessment to the strategic plan is critical to underscore the support and acceptance of comprehensive assessment.
Met, no action is needed.
- Assessment: Consideration should be given to the development of a comprehensive assessment plan.

Evidence was not provided that Hawkeye Community College has an institutional effectiveness process. However, assessment elements are in place such as a student survey, graduate follow up, program evaluation, and assessment activities.

1. HELPING STUDENTS LEARN

Category One identifies the shared purpose of all higher education organizations and is accordingly the pivot of any institutional analysis. This criterion focuses on the teaching-learning processes within a formal instructional context, yet also addresses how the entire organization contributes to student learning and overall student development. It examines processes and systems related to: learning objectives; mission-driven student learning and development; intellectual climate; academic programs and courses; student preparation; key issues such as technology and diversity; faculty and staff roles; teaching and learning effectiveness; course sequencing and scheduling; learning and co-curricular support; student assessment; measures; analysis of results; improvement efforts

Strengths:

- ✓ Faculty, administration and staff exhibit student-centered focus.
- ✓ Study rooms throughout the campus and individual study centers in the library provide individual and group learning environments for students; in addition, quiet rooms are provided.
- ✓ Common student learning outcomes for all graduates have been developed and are presented in the Systems Portfolio as well as the catalog.
- ✓ Indirect measures of student learning through employer and student surveys as well as graduate follow-up and placement data are collected.
- ✓ Performance of students at transfer (Regent's institutions) is tracked.
- ✓ Online course standards to improve and validate the quality of on-line distance learning are being developed.
- ✓ The Brobst Center has been identified by multiple faculty members as a positive resource to improve teaching and learning.
- ✓ The college provides opportunities to create learning communities to provide and enhance academic performance of students. E.g. Wings Honors Program for General Studies, Tomorrow's Teachers in Action Today, Classmates or Paired Classes and Take FLITE (Fun Learning in Teams).
- ✓ The college has a Student Ambassador program designed to assist potential recruits and to assist with Focus on Fridays.
- ✓ An orientation program for new students to Hawkeye Community College has been developed which is mandatory for first-time, full-time students.
- ✓ The college has provided consistent and common multimedia throughout the classrooms and labs.
- ✓ Teaching Squares provides a fun opportunity to learn with peers about teaching and learning. Weekly meetings are held on Wednesday. Teacher support and mentoring program are provided.
- ✓ The college has unique programs to support distinct demographic learners. One example is Senior Tech.
- ✓ Curricunet software which was purchased by the college integrates processes and provides electronic records of program and course changes and objectives.

Opportunities for Improvement:

- ✓ Clarify the systemic plan for student learning outcomes assessment integrating the continuous improvement cycle.
- ✓ Limited direct measures of student learning outcomes were presented, specifically at the college and program levels. The development and use of direct multiple measures of general education outcomes may be able to provide a better understanding of how students learn and supplement indirect measures currently collected and analyzed.
- ✓ Expand student success data on transfer students through data from the National Student Clearinghouse or working relationships with private transfer institutions in the region with which Hawkeye Community College has agreements.
- ✓ Continue expansion of online course offerings to include on-line lab science allowing students to complete the associate's degree.
- ✓ Identify and analyze performance data by the various demographic groups; i.e., race, gender, ethnicity.
- ✓ Continue with the development of the process (or parallel process) to assess arts and sciences programs of study.
- ✓ Quality control of contracted classes (concurrent enrollment) was identified by multiple faculty; processes and strategies could be identified to ensure the effectiveness/quality of student success and transition to community college/university. Define expectations of quality in contracted classes.
- ✓ Evaluate the potential for a required orientation for all students to Hawkeye Community College to enhance student success and retention; a modular approach might be integrated into the student success program.
- ✓ Develop a process to award credit for non-credit, experiential learning and/or bundle courses within short-term certificates to encourage a lifetime of learning.
- ✓ Consider analyzing reasons for changing enrollment patterns in courses to determine factors impacting scheduling and teaching modality. Such an analysis could assist the institution in meeting the evolving learning needs and constraints of students.

2. ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Category Two addresses the processes that contribute to the achievement of the major objectives that complement student learning and fulfill other portions of the mission. Depending on the organization's character, the Category examines processes and systems related to: identification of other distinctive objectives; alignment of other distinctive objectives; faculty and staff roles; assessment and review of objectives; measures; analysis of results; improvement efforts.

Strengths:

- ✓ The college actively pursues grants and funding (such as TRiO, CCAMPIS for child care, local foundation, Metro Emergency fund, Family Literacy, Perkins, grant for welding ventilation) to support and expand college initiatives; HIP (Hawkeye Improvement Projects) grants is an example of a positive approach to improve technology and to apply innovation.
- ✓ The Foundation has developed partnerships and funding streams to assist the diverse financial needs as well as other needs of students; examples include links with business and industry, (including forgivable loans for students who work for those businesses) and the McElroy Foundation which targets low income students for scholarships.
- ✓ Hawkeye Community College supports innovation.
- ✓ Documents validate a well established business/industry and workforce development center that is a strong focus in the Strategic Plan. In the interview, the Board of Trustees stated that economic training was rated very high when describing Hawkeye's Community College's value to the community. Academic deans stated that they are planning to submit an upcoming ACE application for an Advanced Technology Manufacturing Center that will partner credit and non-credit offerings and resources.
- ✓ The college supports diversity. Staff and student demographics reflect the diversity of the community. Nationwide searches are conducted to try to ensure diversity in these positions. The college is initiating sister college project in Central and South America. Study abroad opportunities for students and faculty are provided (Dominican Republic and an upcoming trip to Ireland). The Metro Center by its location serves minority populations. The college hosts an Ethnic Food Fair with foods from 20 countries. Student Life has a calendar of diversity events such as Color Me Human and diversity speakers. The college has exhibited diversity by providing committees with a diversity of membership. Students are able to form committees if they have five members and an advisor who signs off; an example is the LGBTA (Lesbian, Gay, Bisexual, Transgendered Alliance) committee.
- ✓ Green campus initiatives were exhibited. Examples include: hiring Dynamic College Solutions as a consulting firm; working on a paperless initiative in Student Services; replacement of motors with energy efficient motors to keep peak usage lower; energy efficient light bulb replacement; insulation of buildings; new ventilation system for welding; and a new chiller.

Opportunities for Improvement:

- ✓ Continue the use of data-based decision-making, which is key to identifying, trying, and evaluating potential innovative strategies. An example currently being done is that the Continuing Education and the Center for Business and Industry has a contract with LERN for three years to help them analyze data.
- ✓ Administration stated they cannot be all things to all people because of restricted budgets. Therefore, it will be important to prioritize the college's other stated objectives—in light of other restricted budgets. The college could develop and implement a quality improvement model to assess future opportunities.

3. UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Category Three examines how the organization works actively to understand student and other stakeholder needs. It examines processes and systems related to: student and stakeholder identification; student and stakeholder requirements; analysis of student and stakeholder needs; relationship building with students and stakeholders; complaint collection, analysis; and resolution; determining satisfaction of students and stakeholders; measures; analysis of results; improvement efforts.

Strengths:

- ✓ New students are required to meet with an advisor and are instructed on how to register for courses on-line.
- ✓ Student Services staff stated that prospective students are surveyed on Focus on Friday events to analyze services/information provided and, as a result, needed changes have been made.
- ✓ The college provides a variety of student clubs, organizations, and cultural awareness activities which get students involved.
- ✓ The college takes an active role in the Greater Cedar Valley through involvement in community organizations as well as business and industry.
- ✓ Community support of the college is evidenced through the passage of several bond issues and tax levies.
- ✓ Several measures of student satisfaction (i.e. Graduate Exit Survey, ACT Student Opinion Survey, Faces of the Future Survey) are used to gain student input and guide improvement.
- ✓ Hawkeye Technology Access Center and the CBI provide quality training to business and industry.
- ✓ The Metro Center addresses a variety of community needs (i.e. GED, ELL, EL Civics, Family Literacy, Senior Tech, and The Graduation Connection). The Senior Tech program is an innovative approach to connect with Iowa's ever increasing senior population and provides computer training for seniors.
- ✓ The college has demonstrated its desire to quickly and proactively respond to community needs. Examples include the business and industry center and Metro Center.
- ✓ Career and Technical advisory groups provide important guidance, feedback, and resources to the college for improvement of programs.
- ✓ Focus on Fridays provides a valuable introduction for prospective students to the college, its programs, and services.
- ✓ The college has instituted a laptop check out program through the library to assist the information technology needs of students.
- ✓ The new student center will consolidate services.
- ✓ The Student Life Office used student interest survey data (with 600 responses) to decide on pursuing the establishment of a soccer club.

Opportunities for Improvement:

- ✓ The College could review an expressed need for increased staff to support advising for students.
- ✓ The College could explore additional ways to encourage Metro Center students to enroll in credit programs.
- ✓ The College's Online Standards Committee could further explore the needs of the online student population.
- ✓ Consider the creation of a general education advisory committee to provide input regarding general student learning outcomes.

4. VALUING PEOPLE

Category Four explores commitment to the development of faculty, staff, and administrators, since the efforts of all are required for institutional success. It examines processes and systems related to: work and job environment; workforce needs; training initiatives; job competencies, and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; improvement efforts.

Strengths:

- ✓ Stakeholder forums and internal surveys are used to acquire input from students, faculty, staff and administration.
- ✓ The college continues efforts to increase accessibility to college buildings and facilities (e.g. handicapped restrooms, additional handicapped parking stalls).
- ✓ Diversity efforts appear throughout the organization and appear to be improving targets. Diversity statement, Conversational Spanish for Staff, EEO/AA recruiting, and a wide range of posting venues for job openings at the college are examples.
- ✓ Hawkeye Community College continues to work with adjunct faculty in building more connections with full time faculty.
- ✓ The college provides communication of its diversity efforts in hiring faculty and staff.
- ✓ Faculty, staff, and administration are viewed as accessible and open to input from all college constitutes.
- ✓ The college, as part of staff development, provides opportunities for staff to take courses with tuition reimbursement (up to six credit hours per year) to improve the performance of staff.
- ✓ Hawkeye Community College provides mentors for new faculty as part of the orientation to the college.
- ✓ The college provides formal training to faculty who serve as mentors.
- ✓ The Brobst Center for Teaching and Learning provides resources and support for full time, part time, and adjunct faculty and staff for professional development and assistance to enhance student learning.
- ✓ Professional development resources and programs support the professional learning needs of faculty and staff.

Opportunities for Improvement:

- ✓ While mental health services are provided for students on campus, a review of student needs would assist in ascertaining whether an expansion of health services is needed.
- ✓ While current data shows a greater number of part-time and adjunct faculties in comparison to full-time, the college could consider ways to ensure consistent instruction and successful student outcomes if this trend continues.
- ✓ The college could consider analyzing faculty productivity by participating in or utilizing regional and national productivity studies.

5. LEADING AND COMMUNICATING

Category Five addresses how the leadership and communication structures, networks, and processes guide the organization in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines processes and systems related to: leading activities; communicating activities; alignment of leadership system practices; institutional values and expectations; direction setting; future opportunity seeking; decision making; use of data; leadership development and sharing; succession planning; measures; analysis of results; improvement efforts.

Strengths:

- ✓ Hawkeye Community College utilizes forums for choosing action projects.
- ✓ Hawkeye Community College has a board of trustees with longevity in leadership and diverse board representation. The board uses a model that does not micromanage and allows the President the autonomy to achieve the established ends under his vision and to set strategies. The board has a work session after each board meeting to review issues and policies.
- ✓ A new staff orientation is required for all personnel new to the college.
- ✓ Representatives from all areas of the College (all faculty, staff, and administration) are invited to participate in the strategic planning process.
- ✓ The AQIP process has assisted staff to focus on specific needs of the college.
- ✓ The college provides communication links between leadership staff and students. e.g. The Hawkeye Happenings and Stall Street Journal.
- ✓ The college has a willingness to continuously improve leadership and communication processes.
- ✓ The administration encourages staff to try new endeavors and allows staff to be innovative and take risks.
- ✓ The employees are viewed by multiple interviewees as the strength of the institution.
- ✓ The college actively recruits staff and faculty from a variety of local, state, and national sources.
- ✓ Technology is a priority evidenced by the new “HAWK Card”, ATLAS Directory. (internal on-line faculty/staff directory), and the CISCO Safety Alert System.
- ✓ Interviewees consistently expressed that there is stable leadership and direction and support from Cabinet and other administrators. Faculty and staff stated that the institution had stability in leadership and a vision for the future.
- ✓ The college has an open door policy, and administration is viewed by multiple groups of interviewees as being very approachable.
- ✓ Interviewees stated that the present institutional culture is a positive and dynamic.

Opportunities for Improvement:

- ✓ Anecdotal feedback from employees indicates that communication initiatives between all levels and departments of the institution have improved. However, it is acknowledged that this is an area that can continually improve due to the attrition of employees.
- ✓ Since the college recognizes the need for planning for succession by identifying individuals in departments/divisions to assist in transition, it is encouraged to develop a formal plan for succession.
- ✓ The college could clarify institutional governance processes by formalizing and/or reviewing the general purpose, goals, reporting structure, appointments and tenure of all work groups, committees, and advisory groups. This would assist new employees in understanding internal governance and how to become involved in relevant governance and decision-making opportunities.

6. SUPPORTING INSTITUTIONAL OPERATIONS

Category Six addresses the support processes that help provide an environment in which learning can thrive. It examines processes and systems related to: student support; administrative support, identification of needs; contribution to student learning and accomplishing other distinctive objectives; day-to-day operations; use of data; measures; analysis of results; improvement efforts.

Strengths:

- ✓ The Hawkeye Community College staff, faculty, and administration are their greatest assets for support. All interviews indicated a culture of customer service. Interviewees also indicated that the above are committed and dedicated to their mission. The administration encourages risk taking.
- ✓ Under the master facility plan, the college maintains facilities, renovates and constructs new buildings (current Student Center). Buildings are attractive and well-maintained. Parking lots and sidewalks are safe and well-maintained.
- ✓ The college has had a successful \$25 million bond referendum, \$12 million infrastructure, and 6 cent levy tax votes. This indicates community support and is providing for a new student center and new health and wellness center.
- ✓ The Internal Atlas staff directory was a result of AQIP action project.
- ✓ The Inquisite tool was added to the e-mail system, which allows easy access and gets issues directly to the appropriate person. It also includes a survey tool.
- ✓ The Hawkeye card system was implemented in January 2008. This system enables the college to track trends in the use of the library and the student resource room. In addition, the card may be used in college vending machines and the cafeteria. This indicates a student focus as they can purchase books and supplies as well as pay tuition. The card supports campus safety as it functions as an identification card plus an entry key card to the future new buildings.
- ✓ Interviewees indicated that there was helpful technology service by CIS (Computer Information Systems) and that the campus is completely wireless. In addition, an internal server to support software for the library that allows students to access journal articles on-line was created. Office 2007 has been installed on all computers. The college also has a laptop checkout system.
- ✓ The Academic Support Center and the library are open in the evenings and on Sundays. Students and staff indicated that both facilities are committed to customer service and student success.
- ✓ The college has a web-based job postings site where nearly 1200 companies participate. Hawkeye Community College posts work study openings on the web site. Students can post their resumes on this site. The site is useful for placement after graduation as well as for jobs during students' attendance at college.
- ✓ The college provides one financial aid disbursement to students. Students can address financial concerns early in the semester because they have only one disbursement. This change from one disbursement to two occurred after input from students.

- ✓ Interviewees indicated that the contracted food service provides healthy food choices and a flexible menu with a high quality catering service.
- ✓ Students expressed that technology/equipment in their programs are current, state of art and accessible. Student handbooks are currently on flash drives. This not only supports green initiatives but also introduces students to technology used as part of course work.
- ✓ Hawkeye Community College's phone system allows an alert to home/cell phones and all campus phones for emergency or vital announcements. They can also announce messages with a wireless intercom for those areas that don't have phones. The college is currently evaluating a text messaging system.
- ✓ The Brobst Center for Teaching and Learning provides significant support to staff and faculty for professional development.
- ✓ Interviewees expressed that the bookstore provided information on-line. Faculty resources are also provided. Textbooks can be reviewed as well. There is a system to enable students to purchase books on-line.
- ✓ The library resources added a 34,000 online journal collection to assist the students who are using online delivery or contracted courses in the high schools.
- ✓ Student services went through lean training and implementation. This process has enabled student services to give more time to at risk students and focus on retention strategies.

Opportunities for Improvement:

- ✓ Consider introducing AQIP and strategic planning in the new student orientation and new staff/faculty orientation.
- ✓ Continue to seek out alternative funding sources as there is a great need for additional resources.
- ✓ Expand accreditation information on web site such as links to the portfolio, action projects, current and retired projects, strategic plan and current priorities.

7. MEASURING EFFECTIVENESS

Category Seven examines how the organization collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines processes and systems related to: collection, storage, management, and use of information and data at the institutional and department/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; improvement efforts.

Strengths:

- ✓ The development and implementation of Datatel and Angel software platforms have enhanced the institution's ability to manage, store and retrieve data to support institutional decision-making.
- ✓ Faculty and staff complimented the efforts of CIS staff to provide technical support and maintain the technology at Hawkeye Community College.
- ✓ The Academic Program Review (APR) process for CTE programs includes multiple local, state, and national data sources to be used for decision making and to be used in measuring the effectiveness of programs. The online APR process is an innovative tool and user friendly.

Opportunities for Improvement:

- ✓ Business and industry interviewees identified the need and desire for a more diverse workforce re: non-traditional populations in the workplace; desire a workforce with the requisite work skills.
- ✓ Multiple groups were unable to clearly define and articulate what guides assessment.

Recommendation:

- ✓ The college could benefit from a systematic collection, analysis, and correlation of data to align with the institution's mission, goals, and strategic initiatives. As an AQIP accredited institution within the parameters of the Iowa accreditation process, Hawkeye Community College can enhance its continuous improvement journey through the development and analysis of Institutional program and course level data and trend lines. This will enable the college to set its targets for improvement, measure progress in this arena, and compare with peer institutions.

8. PLANNING CONTINUOUS IMPROVEMENT

Category Eight examines the planning processes and how strategies and action plans are helping achieve the mission and vision. It examines processes and systems related to: institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; improvement efforts.

Strengths:

- ✓ The college has a five-year strategic plan with annual strategic initiatives and activities.
- ✓ Continuous improvement is an important philosophy and goal of Hawkeye Community College.
- ✓ The active pursuit of grants such as the HIP grant allows the college to proactively identify opportunities for improvement and secure funding to achieve that improvement.

Opportunities for Improvement:

- ✓ Evidence was unclear whether all faculty/staff/departments were involved in annual strategic planning and assessment of accomplishments.
- ✓ Clarify how strategic goals and initiatives are measured to ascertain whether they are achieved at multiple levels within the institution.

9. BUILDING COLLABORATIVE RELATIONSHIPS

Category Nine examines the organization's relationships—current and potential—to analyze how they contribute to accomplishing the mission. It examines processes and systems related to: identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationships creation, prioritization, and building; needs identification; internal relationships; measures; analysis of results; improvement efforts.

Strengths:

External:

- ✓ Hawkeye Community College has partnerships with business such as John Deere and Tyson. In addition, they have partnerships with health facilities and other businesses to provide clinical sites, internships, and on the job training. The foundation coordinates forgivable loans with John Deere and Tyson.
- ✓ The college has K-12 partnerships including opportunities for students for concurrent enrollment and Tech Prep programs. The college is continuing efforts to improve relationships with K-12 districts. They have hired a Career Pathways Coordinator to continue the emphasis on providing career pathway information to the secondary schools.
- ✓ Faculty and staff are encouraged to participate in community groups and organizations, such as Rotary and community agency and service boards. Staff has been involved in leadership training with the Chamber.
- ✓ Staff members attend legislative forums and lobbying efforts. This provides them an opportunity to provide the college story not only to legislators but also the community.
- ✓ An advisory committee provides links with the community for curriculum, i.e. DNR summer program for girls.
- ✓ Faculty recruitment is an expected role for program outreach.
- ✓ The college joined Strategic Horizon Network of colleges to access and share information regarding best practices.
- ✓ The Brobst Center is offering summer faculty training to community college faculty.
- ✓ Conversational Spanish for front end users is being offered and the college is considering offering conversational Bosnian.
- ✓ The college has partnerships with the apartments on social events, college activities, and a back to school event.
- ✓ Hawkeye Community College is establishing a sister college relationship with institutions in Central and South America. A faculty exchange program is under development. A formal letter of proposal has been sent to 4 colleges, which are potential candidates.
- ✓ Local businesses are providing in-kind matches and equipment for programs
- ✓ Short-term training contracts with business and industry are conducted. These programs are offered during the time that buses are running to the campus to accommodate transportation needs.
- ✓ The Foundation has created partnerships for fundraising.

- ✓ The Student Health Center has a partnership with the Blackhawk County Health Department.
- ✓ A University of Northern Iowa advisor comes on-site to TRiO office to assist students involved in the program.
- ✓ The land for working farm donated and supported.
- ✓ The college offers a Senior Tech program which provides computer training for the 55 and older population.
- ✓ The college offers a Senior Companion Program which provides transportation, health services, shopping, and companionship to seniors. This program involves seniors serving seniors.
- ✓ The college has a web-based employment site.
- ✓ The Medical Lab Technician program at CBI provided evidence of a collaborative partnership with other community colleges. The location also allows the college to build partnerships with business/industry.

Internal:

- ✓ The college has cross functional committees such as Assessment, AQIP, QFP, and Curriculum. The students are infused into standing committees.
- ✓ The college exhibits collaboration with CIS on projects. The library server has created on-line resource retrieval.
- ✓ SET (Service Enhancement Team) is an example of internal, cross-functional collaboration.
- ✓ Diversity recruiters are utilized by the college.
- ✓ The Brobst Center provides collaboration for teaching and learning excellence for staff and faculty.
- ✓ The college exhibits collaboration among the Environmental Health and Safety Director for campus safety and OSHA requirements and has a Safety Committee.
- ✓ The college provides customized business and industry training.
- ✓ The courses at HTAC are open for employees.
- ✓ The Hawkeye card provides collaboration for tracking data.

Opportunities for Improvement:

- ✓ Place a support services representative on the SET team. This was requested by Support Services as they believe that end users could provide valuable input.
- ✓ Continue the working link with St. Ambrose for a 2 plus 2 plus 2 for a masters program.
- ✓ Continue the exploration of bundling credit and non-credit courses and programs.
- ✓ Continue to pursue campus safety initiatives such as text messaging and key card usage.
- ✓ Continue to work on a process to validate learning outcomes.
- ✓ Continue the process to evaluate and expand articulation agreements with 4 year institutions.

SUGGESTIONS FOR INSTITUTIONAL IMPROVEMENT

None

RECOMMENDATIONS FOR INSTITUTIONAL IMPROVEMENT

Hawkeye Community College is recommended to develop the capacity to analyze institutional, program, and course level data and trends; and, to use these data for CQI (Continuous Quality Improvement).

The State Accreditation Team recommends continued accreditation for Hawkeye Community College District. A State Interim Accreditation visit will be held to coincide with the District's next Higher Learning Commission visit in 2012 in four 4 years.